

# Annual Report

## 2009-2010



## *Vision*

*Cumberland College will be the first choice for adult education and training in North Eastern Saskatchewan.*

## *Mission*

*Cumberland College is committed to providing quality lifelong learning opportunities today that prepare individuals and communities for tomorrow.*

## *Values*

*At Cumberland College we are committed to providing quality programs and services that are accessible, affordable, and flexible.*

*The values the College reflects in its practices are:*

- Learner Centered*
- Accessible*
- Community Focused*
- Accountable*
- Ethical*
- Responsive*
- Quality*
- Innovative*
- Collaborative*
- Inclusive*

October 27, 2010

Honourable Rob Norris  
Minister of Advanced Education, Employment & Immigration  
Room 208, Legislative Building  
Regina SK S4S 0B3

Dear Minister Norris:

On behalf of the Cumberland College Board of Directors, management and staff, and in accordance with section 16 of *The Regional Colleges Act* and Section 19 of the Regional Colleges Regulations, I am pleased to present our annual report for the year ending June 30, 2010

We are proud of our achievements during this fiscal year. These achievements reflect our commitment to provide quality lifelong learning opportunities, which prepare individuals and communities for tomorrow.

Respectfully submitted,



Armand Thibodeau,  
Chairman, Board of Directors

AT/jy

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# Table of Contents

*educating above + beyond*

Message from Board Chairperson . . . . .	3
Board of Directors . . . . .	4
Chief Executive Officer's Report . . . . .	5
Programs and Services . . . . .	6
Strategic Plan . . . . .	7
Adult Basic Education Credit Programs . . . . .	8
Adult Basic Education Non-Credit Programs . . . . .	10
Skills Training Credit Programs . . . . .	11
Job Start Future Skills . . . . .	13
Skills Training Industry Credit . . . . .	13
Skills Training Non-Credit Programs . . . . .	14
University Programs . . . . .	15
Learner Services . . . . .	16
Technology Enhanced Learning . . . . .	17
Human Resources . . . . .	18
Cumberland College Staff . . . . .	19
Statement of Management Responsibility . . . . .	20
Letter of Transmittal . . . . .	21
Auditor's Report . . . . .	22
Financial Statements . . . . .	23
Glossary of Terms . . . . .	36
Tables . . . . .	38



# Message from the Board Chairperson



Education and training is fundamental to the advancement of individuals, communities, and society. Cumberland College plays a pivotal role in providing needed education and training to the citizens and communities in northeastern Saskatchewan in the advancement of the socio-economic development of the region, province, and nation. This breadth and depth of involvement is a tribute to the faculty and staff of the College.

The College Board is responsible for the stewardship of the College, ensuring that the goals and objectives articulated in the business plan are fulfilled. The Board is proud to present the Annual Report which highlights key activities and accomplishments during 2009-10.

The Board met for 8 regular meetings and 3 special meetings throughout 2009-10. The Board ensured that the strategic directions of the College were being effectively achieved and that the College was successfully implementing its Business Plan. Activities such as increasing access through the utilization of technology enhanced learning, working with First Nation communities, and augmenting business and industry programming were integral aspects of the College's delivery.

The Board is pleased with the construction of the new Nipawin campus. The new facility will enable the college to increase its offerings hence increase access to students.

The Board participated in a governor development forum that addressed a broad spectrum of issues pertinent to the governance of post secondary institutions. As part of board development, the board also hosted a governor development in-service to further fine tune its governance practice.

The Board attended a number of functions throughout the year to celebrate the accomplishments of students and staff. The Board presented at the Scholarship and Graduation ceremonies as well as at the Staff Long Service Award ceremony.

A primary function of the Board is to establish College policy. In 2009-10 the Board reviewed a third of all policies to ensure the policies reflected the College's values and were forward thinking.

The Board is proud to present the College's 2009-10 Annual Report.

Sincerely,

Armand Thibodeau  
Chairman, Board of Directors



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## Board of Directors



Back row: Jim Thiessen, Armand Thibodeau, Rosalie Daisley & Cecil Gooliaff  
Front row: Valerie Mushinski , CEO, Peter Waldbillig & Joe Taylor  
Missing : Robert Georget and Elton Head

### Board of Directors

Armand Thibodeau, Chairperson  
Rosalie Daisley, Vice Chairperson  
Cec Gooliaff  
Peter Waldbillig  
Jim Thiessen  
Robert Georget  
Elton Head  
Joe Taylor

Nipawin  
Hudson Bay  
Star City  
Kipabiskau  
Melfort  
RM of Prince Albert  
Red Earth  
Tisdale

### 2009-2010 Board Activities

Board Meetings:  
Regular Board Meetings: 8  
Special Board Meetings: 3  
Annual Board Meeting was conducted on June 23, 2010

Board Appointments:  
ASRC Representative: Armand Thibodeau  
Signing Officers: Armand Thibodeau, Cecil Gooliaff

# President and Chief Executive Officer's Report

Cumberland College is a publicly funded institution that is committed to annually reporting the ways in which it responds to the educational needs of the citizens, businesses, organizations, and communities in the northeast region of Saskatchewan.

The mission of the College is to provide quality lifelong learning opportunities today that prepare individuals and communities for tomorrow. We are committed to providing quality programs and services that are accessible, affordable, and flexible.

The goals and objectives of the Strategic Plan focus on:

- Learner success;
- Building communities by supporting labour market initiatives;
- Being a college of choice for learners and employers; and
- Enhancing the College's business practices.

## Highlights in 2009-10 include:

- Enhanced learner support initiatives centered on retention were integral to the College's operation.
- The College experienced an increased participation of aboriginal people in credit programming areas except for Institute credit.
- The College experienced increased graduation rates in ABE and Technical programming areas.
- The employment rates for aboriginal graduates of technical programs also showed an increase from previous years.
- The College partnered with Aboriginal groups in a variety of programs and services both on and off reserve. ABE programming was successfully delivered at Muskoday First Nations, Red Earth Cree Nation, James Smith and Shoal Lake First Nations. This resulted in increased enrollment rates in ABE programming.
- ABE experienced an increase in the graduation rate for full time students.
- The Northeast Community Literacy project provided support to early learning programs throughout the region and enhanced awareness of literacy issues. The project also introduced the concept of work-place literacy.
- Partnered with First Nations to address the demand for corrections/policing certification by offering the Aboriginal Police Preparation program.
- Partnered with James Smith bands to deliver the Heavy Equipment Operator program via the Aboriginal Skills Employment Development Fund.
- Partnered with the Towns of Carrot River and Hudson Bay, and the Resort Village of Tobin Lake, to deliver programming via the Community Development Trust Fund.
- The University enrollment rate was at an all time high with an increase of 21%. The retention rate continues to be high at 98%.
- The College partnered with the University of Saskatchewan to deliver the Masters in Educational Administration program. The College also collaborated with Northlands College, North West Regional College and the U of S Prince Albert Campus in the delivery of video conferenced Social Work courses via the University of Regina.
- The College partnered with Saskatchewan Immigration to deliver the usability phase of the on-line English Language Training in pronunciation for new immigrants.
- The College continued to advance the utilization of educational technology throughout the College's programming and services. Faculty and staff used webcams, videoconferencing, Moodle, Adobe Connect, Drupel, and virtual counselling to augment their practice and enhance access. Technology enhanced learning is an integral part of the College's educational delivery strategy.
- Scholarships and bursaries were given to 55 students for a value of \$52,400.
- A Wellness Fair was held for College students and partners.
- The student satisfaction survey indicated 99.37% rated their experience with the College as good to excellent and 83.1% rated the College very good to excellent.
- The College believes in a representative workforce. The Aboriginal employment rate in 2009-10 was 17%.
- The College signed agreements with HRSDC and FCED to deliver programming for the federal Aboriginal Skills Employment Development program.
- The College began construction of the new Nipawin Campus.



In the coming year the College will continue to provide programs and services that are consistent with the overall direction of the Ministry of Advanced Education, Employment, and Immigration and the direction of the College's strategic plan. The unique needs of the region will continue to be the focus in program and service delivery. Expanding partnerships within communities and with business and industry will be integral to the College's success in the coming year.

A handwritten signature in dark ink, appearing to read 'V. Mushinski'.

Valerie Mushinski, President and Chief Executive Officer  
Cumberland Regional College

# Overview of Programs and Services

## Programs

Cumberland College delivers a wide range of post-secondary programming in partnership with the University of Saskatchewan, the University of Regina, First Nations University of Canada, Saskatchewan Institute of Applied Science and Technology, Lakeland College, as well as other post-secondary institutes.

College programs are delivered in response to community and industry needs which are identified by the College and its partners through the Regional Needs Assessment process. These programs include:

- Post-secondary programs;
- Adult Basic Education; and
- Employment specific training courses.

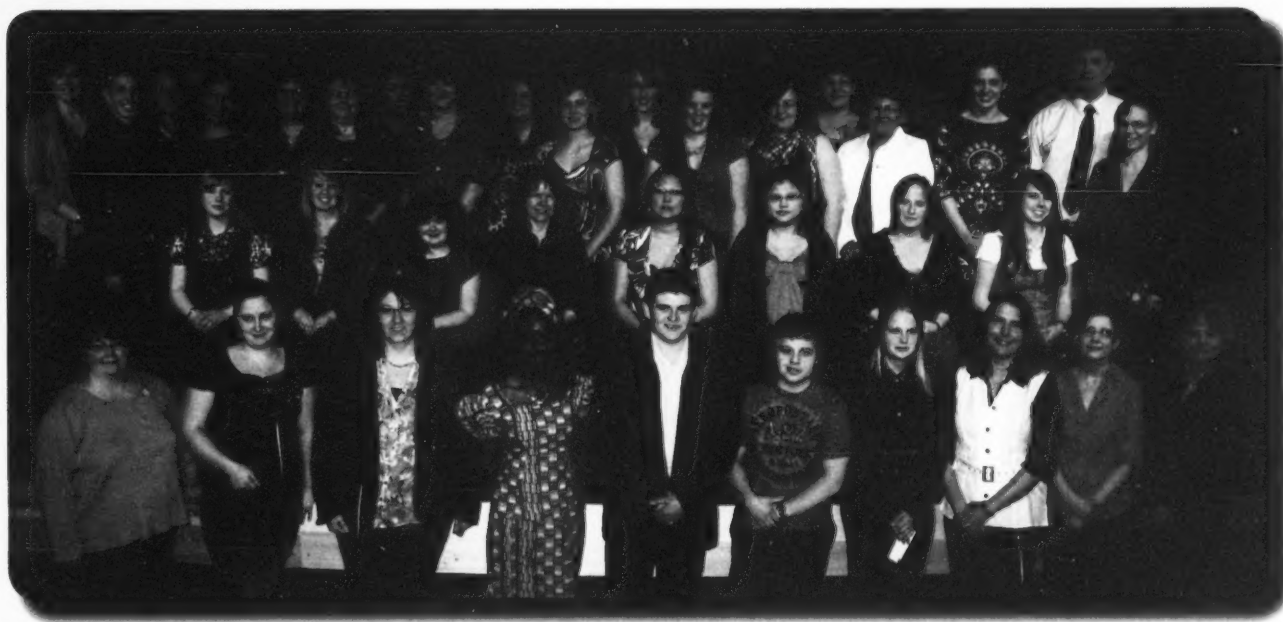
## Services

The College provides residents within the region with access to a full range of career services such as:

- Career planning;
- Career assessment;
- Academic advising;
- Exam invigilation; and
- Assistance with student financial planning.

In 2009/10, the Cumberland College Scholarship program provided scholarships to students in the amount of \$52,400.

Students also have access to web-based programs through the College's Technology Enhanced Learning (TEL) sites at each centre. Learners in these programs are supported by the College's Learner Services and Information Technology staff.



2009-10 Scholarship Recipients

# Strategic Plan

This was the third year of Cumberland College's five year Strategic Plan. The 2007-2012 Strategic Plan includes four main goals, and several objectives identified within each goal. The goals and objectives are:

## **Goal #1 - College of Choice for Learners and Employers**

### Objectives:

- 1.1 Increase enrollments of youth, aboriginal, business and industry, and international students.
- 1.2 Broaden the scope of participation in College services.
- 1.3 Lead in learning technology.
- 1.4 Showcase learner successes.
- 1.5 Create a campus community.
- 1.6 Explore RPL initiatives.
- 1.7 Incorporate a comprehensive range of scholarships to meet the needs of learners.
- 1.8 Enhance the College's physical environment.

## **Goal #2 - Learners Succeed**

### Objectives:

- 2.1 Assessment of skills and knowledge to determine need for individualized support programs.
- 2.2 Implement a learner retention continuum from enrollment to employment.
- 2.3 Increase Literacy Level I and II opportunities.
- 2.4 Foster connections with credit granting institutions.
- 2.5 To comprehensively evaluate Business and Industry programming.

## **Goal #3 - Building Communities by Supporting Labour Market Initiatives**

### Objectives:

- 3.1 Maximize partnerships to build community capacity.
- 3.2 Promote the value of human resource planning with employers.
- 3.3 Support local employers in working towards a representative workforce.
- 3.4 Explore opportunities to address strategic labour market initiatives.
- 3.5 Support employers with immigration recruitment initiatives.
- 3.6 Foster apprenticeship opportunities within the region.

## **Goal #4 - Business Approaches to Enhance the College**

### Objectives:

- 4.1 Develop efficient workflow and communication strategies.
  - 4.1.1 Develop effective communications strategies.
  - 4.1.2 Develop effective workflow strategies.
- 4.2 Market the College as an employer of choice.
- 4.3 Implement the Representative Workforce Strategy.
- 4.4 Develop a comprehensive Professional Development strategy focused on best practice.
- 4.5 Maximize enrollments in College programming.
- 4.6 Explore international project opportunities.

Key initiatives and performance measures for each goal are reported adjacent to their respective programs.



# Adult Basic Education Credit Programs

Adult Basic Education (ABE) programs are designed for adults who did not complete their education in the regular school system. The ABE program consists of the following options for adults to complete or upgrade their secondary education:

- Level 2: Literacy/Preparation for Level 3
- Level 3: Adult 10
- Adult Bridging to Level 4
- Level 4: Adult 12
- GED 12
- GED Testing

## Program Objectives:

ABE programs provide learning opportunities for adults to:

- Acquire and develop literacy and numeracy skills.
- Acquire the necessary academic pre-requisites in preparation for access to further post-secondary education and skills training.
- Access employment and workplace training opportunities.
- Develop living and social skills.

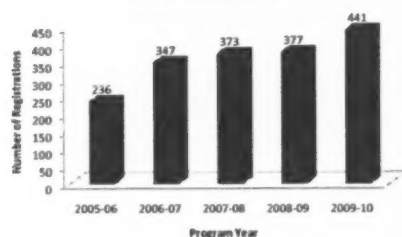


Annual ABE Volleyball Tournament

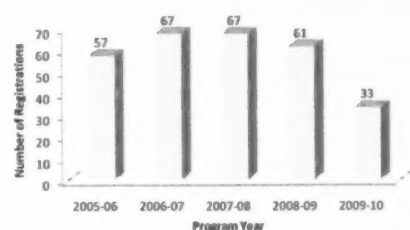
## 2009/10 Highlights:

- The on-reserve Adult Basic Education programs continue to show positive results, especially with the Level 4 programs. For example, 15 students completed the Level 4 program at the Muskoday First Nation in January, 2010.
- Cumberland College offered ABE programs at the First Nations reserves of Muskoday, James Smith, Red Earth and Shoal Lake.
- ABE Instructors have observed a definite increase in the Math skills of the students entering the Level 4 courses, who have completed the Bridging program. Students were more successful in both the General Math 30 and Math A30 courses after having taken the Bridging Math course.
- Several workshops for certificates in Safety Training were again offered to the ABE students in partnership with Career & Employment Services. The purpose of the workshops was to create linkages to the work place for the students and to provide them with more qualifications for employment.
- In partnership with Parkland Regional College, Cumberland completed an online, distance education version of the Chemistry 20. The Chemistry 20 pilot offering will begin in September, 2010.
- Evening GED preparation programs were offered in Porcupine Plain and Nipawin.

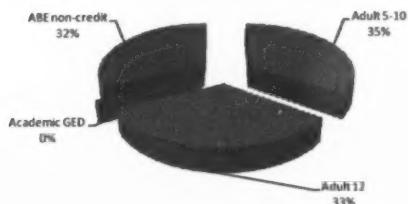
Adult Basic Education  
5 Year Comparison of Registrations



GED Test Sitzings  
5 Year Comparison of Registrations



Adult Basic Education 2009-2010  
Percentage of Registration by Program Type





# Adult Basic Education Credit Programs

## ABE Credit Strategic Plan Goal #2 - Learners Succeed

Performance Measure	3 Yr. Avg. Baseline*	2009-10 Target	2009-10 Actuals
Total Enrollment (includes casual: distinct bodies)	240	248	299
Participation Rate (% of total College enrollment)	39.5%	34.3%	34.5%
Student Enrollment (expressed in Full Load Equivalents)	150.0	146.2	157.1
Graduates (full time and part time: casual not included)	47.3	79	66
Graduates (full time)	151.0	71	59
Graduates (part time)	5.0	8	7
Graduation Rate (% of those graduated, part time and full time only casual not included)	20.3%	31.9%	22.1%
Graduation Rate (% of full time students graduated)	28.1%	42.5%	40.7%
Graduation Rate (% of part time students graduated)	6.1%	9.9%	4.5%
Completers (full time and part time only, casual not included)	70.7	111	83
Completion Rate (% of those completed; casual not included)	29.4%	44.8%	27.8%
Employment Rate (% of graduates contacted who were employed; does not include those in further training)	55.2%	42.9%	57.1%
Pursuing Further Training (based on number contacted)	15.7	89	26
Pursuing Further Training (% of those contacted)	73.9%	58.6%	81.3%

\* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08

## ABE Credit Strategic Plan Goal #1 - College of Choice for Learners and Employers

	3 Yr. Avg. Baseline*	2009-10 Target	2009-10 Actuals
Aboriginal Participation Enrollment Rate (% of aboriginals enrolled in programs)	69.1%	70.2%	76.6%
Graduation Rate (among all graduates)	59.6%	59.6%	68.2%
Graduation Rate (among aboriginal graduates)	17.9%	32.2%	19.7%
**Employment Rate (among aboriginals only)	31.8%	37.4%	***0.0%
**Pursuing Further Education Rate (among aboriginals only)	81.1%	93.3%	***79.2%

\* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08

\*\*Actuals include full time students only

\*\*\* The majority of aboriginal graduates went on to further education, therefore they were not available for employment



Muskoday Graduation

# Adult Basic Education Non-Credit Programs

## Adult Basic Education Non-Credit Programs

Adult Basic Education non-credit programs are designed to assist adults in acquiring the knowledge and skills needed for employment, to prepare them for further academic study, and to enhance their living and social skills.

In order to meet the education, training, and employment needs of the region, the following non-credit programs are offered:

- Adult Literacy; and
- English Language Training (ELT) or English as a Second Language (ESL).

### 2000/10 Highlights:

- Level 2, Adult Literacy was integrated in the ABE programs where tutoring was available on a regular basis and learners had access to the Provincial Training Allowance.
- A Northeast Community Literacy Network project provided support to the early learning programs throughout the College region and enhanced the awareness of literacy issues in general. The project also introduced the concept of work-place literacy
- Citizenship and Immigration Canada and the Immigration Services Division of Saskatchewan provided funding for English Language services for immigrants in Tisdale, Hudson Bay, Melfort, Nipawin and Porcupine Plain.



ESL Learner with Tutor

#### ABE Non-credit Strategic Plan Goal #2 - Learners Succeed

Performance Measure	3 Yr. Average Baseline*	2009-10 Target	2009-10 Actuals
Total Enrollment (includes casual: distinct bodies)	72	40	142
Student Enrollment (expressed in Full Load Equivalents)	54.2	82.2	27.4
Completers (Full and Part time only: casual not included)	45	32	69
Completion Rate (% of those completed, casual not included)	62.8%	80.0%	48.6%

\* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08



ESL Class

# Skills Training Credit Programs

## Skills Training Credit Programs

Skill Training credit programs are designed to provide training required for the labour market and to provide equitable access to credit training for rural residents. The amount and types of training provided are identified through the Regional Needs Assessment process, involving consultation with labour market partners. These programs are funded through the Saskatchewan Skills Extension Program, Job Start/Future Skills, as well as many industry partnerships. Skills training credit programs include:

- Vocational/Technical institute credit programs;
- Vocational/Technical industry credit programs; and
- Apprenticeship and Trade programs.

## Program Objectives:

- To provide accredited full-time and part-time technical and vocational skill training opportunities to adults thereby increasing the pool of skilled labour.
- To assist employed, underemployed and unemployed individuals to access training close to home.
- To provide training opportunities for current and future businesses and industries.
- To work in cooperation with First Nation and Métis groups to provide relevant training.

## 2009/10 Highlights:

- Partnered with First Nations groups to address the demand for corrections/ policing certification by offering the Aboriginal Police Preparation program. One of the graduates was accepted to RCMP training in Regina. Others went on to complete the two year Corrections Diploma at SIAST.
- Partnered with the North East School Division and SIAST to offer apprenticeship training for the electrical program. The College was able to accommodate this through the use of local high school facilities and equipment from the SIAST mobile lab.
- Responded to the Kelsey Trail Health Region's need for all aides in the region to acquire certification in Continuing Care Assistant (CCA) as well as the need for additional Practical Nursing graduates. Several CCA programs were held in various locations on a full time as well as part time basis.
- Offered over 30 SIAST courses throughout the region via televised and online delivery.
- Partnered with the Towns of Carrot River, Hudson Bay and the Resort Village of Tobin Lake to provide two Heavy Equipment Operator SIAST Applied Certificate programs and Truck Driver Training. First Aid and Ground Disturbance was also offered in Carrot River and Hudson Bay. This training was made possible through the Community Development Trust Fund program.
- Five students received Prior Learning Assessment Recognition (PLAR) as Heavy Equipment Operators on additional pieces of equipment.
- Partnered with James Smith Cree Nation to deliver the Heavy Equipment Operator program. This was funded through the Fort la Corne Employment Development (FCED) program.
- Offered agricultural marketing classes for grain and cattle producers.
- Delivered Commercial Pesticide Applicator training to local farmers and those working seasonally in the agricultural sector.

## Institute Credit Strategic Plan Goal #2 - Learners Succeed

Performance Measure	3 Yr. Avg. Base-line*	2009-10 Target	2009-10 Actuals
Total Enrollment (includes casual: distinct bodies)	163	165	191
Participation Rate (% of total College enrolment)	26.6%	22.8%	25.5%
Student Enrollment (expressed in Full Load Equivalents)	86.1	79.5	89.5
Graduates (full time and part time: casual not included)	66	89	108
Graduation Rate (% of those graduated, full time and part time only casual not included)	41.7%	74.2%	58.7%
Graduation Rate (Full time students only)	55.6%	64.1%	68.3%
Graduation Rate (Part time students only)	27.5%	44.8%	64.7%
Completers (full time and part time only, casual not included)	58.7	25	59
Completion Rate (% of those completed; casual not included)	35.9%	20.8%	6.4%
Employment Rate (% of graduates contacted who were employed; does not include those in further training)	86.3%	85.0%	77.1%
Pursuing Further Training (based on number contacted)	0.7	9	14
Pursuing Further Education (% of those contacted)	22.2%	18.4%	63.6%



NRT students learning mapping techniques

# Skills Training Credit Programs

## Institute Credit Strategic Plan Goal #1 - College of Choice for Learners and Employers

	3 Yr. Avg Baseline*	2009-10 Target	2009-10 Actuals
Aboriginal Participation Enrollment Rate (% of aboriginals enrolled in programs)	24.8%	18.2%	17.4%
Graduation Rate (among all graduates)	22.8%	18.0%	17.5%
Graduation Rate (among aboriginal graduates)	38.7%	53.3%	65.6%
**Employment Rate (among aboriginals only)	87.5%	87.5%	42.9%
**Pursuing Further Education Rate (among aboriginals only)	0.0%	23.8%	60.0%

\* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08

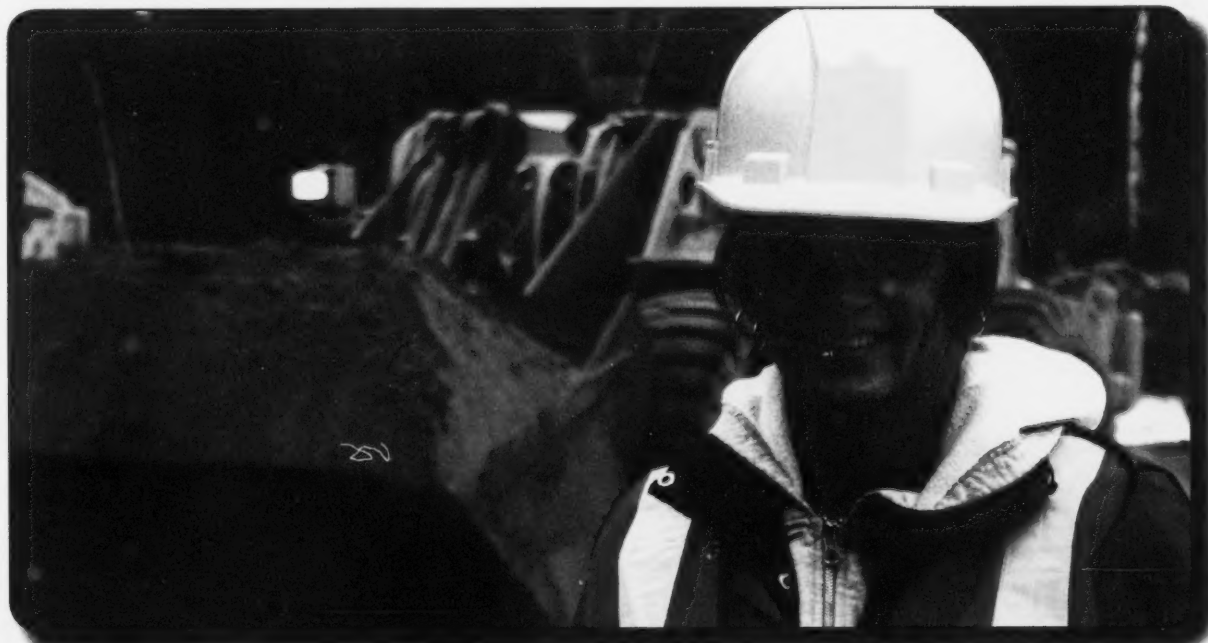
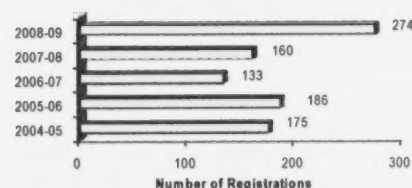
\*\*Actuals include full time students only

## Industry Credit Strategic Plan Goal #2 - Learners Succeed

Performance Measure	3 Yr. Avg. Base-line*	2009-10 Target	2009-10 Actuals
Total Enrollment (distinct bodies)	474	512	569
Full Time and Part Time Enrollment	245.3	**	270
Casual Enrollment	349.3	**	299
Participation Rate (% of total College Enrollment)	22.5%	29.5%	31.1%
Student Enrollment (expressed in Full Load Equivalents)	91.6	70.3	81.4
Graduates (full time and part time)	125	187.3	256
Graduates (casual)	426	363.7	295
Graduation Rate (% of those graduated, casual not included)	86.9%	87.8%	94.8%
Completers (full time and part time)	19.0	26	22
Completers (casual)	14.0	**	20
Completion Rate (% of those completed; casual not included)	4.0%	5.1%	8.1%

\* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08

**Institute Credit Programs:  
5 Year Comparison of Registrations**



Heavy Equipment Operator Student



# Skills Training Credit Programs

## Industry Credit Strategic Plan Goal #1 - College of Choice for Learners and Employers

	3 Yr. Avg Baseline*	2009-10 Target	2009-10 Actuals
Aboriginal Participation Enrollment Rate (% of aboriginals enroled in programs)	13.9%	45.4%	18.9%
Graduation Rate (among all graduates)	10.2%	40.6%	18.4%
Graduation Rate (among aboriginal graduates)	72.7%	78.6%	92.2%

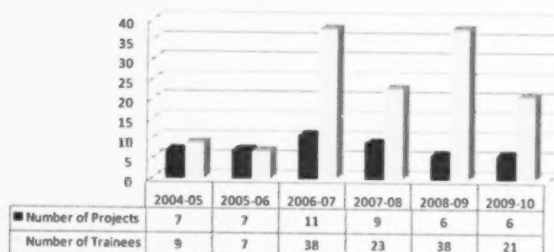
\* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08

## Job Start/Future Skills

Work-based training is provided largely through the Job Start/Future Skills program. This program is designed to provide Saskatchewan businesses with an opportunity to train on-site in order to expand their business. Training is recognized through institutional credit, industry credit, or the Apprenticeship and Trade Certification Commission.

The Job Start/Future Skills Program came to a close at the end of the 2009/2010 year. For 2010/2011, the Skills Training Allocation has replaced this program and its components.

**Job Start Future Skills**  
5 Year Comparison of Program and Registrations



Nail Technician Program

# Skills Training Non-Credit Programs

## Skills Training Non-Credit Programs

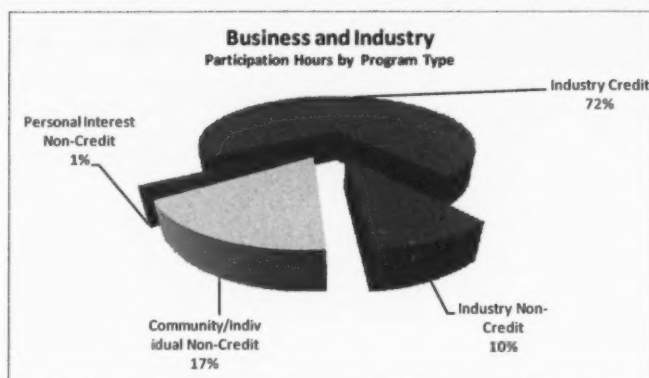
Skills Training non-credit programs provide learning opportunities in the areas of business and industry, community and individual development, and other personal interest courses.

### Program Objectives:

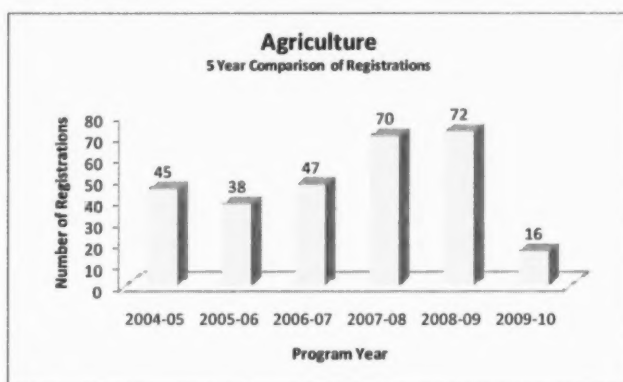
- To work collaboratively in assessing the training needs of individuals, businesses and industries in the region, and to develop programming to meet the identified needs.
- To expand relationships with specific target groups including business, industry, First Nations and Métis groups, and to deliver training to meet their needs.
- To utilize technology to enhance learning and increase accessibility.

### 2009/10 Highlights:

- Provided target computer training to various local businesses, industries, agencies, and individuals. This training included a wide range of topics such as: General Accounting Terms and Principles; Power Point; Web Page Design; File and Folder Management; Email; Internet; and Digital Photography.
- Enrollments for online Ed2Go courses remained strong.
- Provided support in the form of computer training to the Older Workers and Electrical programs.
- Provided support to ABE programs that included Ready to Work - Safety in the Workplace and Service Best - Manager Seminars.



This chart does not include Institute Credit delivery by the Business and Industry department (eg. Heavy Equipment Operator).



Note: An increase in registrations for 2007-08 and 2008-09 is due in part to the Canadian Agricultural Skills Service (CASS) program.



CPR Students

### Skills Training Non-Credit Strategic Plan Goal #1 - College of Choice for Learners and Employers

	3 Yr. Avg. Baseline*	2009-10 Target	2009-10 Actuals
Total Enrollment (includes casual: distinct bodies)	441	662	358
Student Enrollment (expressed in Full Load Equivalents)	33.4	42.7	31.0

\* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08



# University

## University

The University Program provides students in the region with a variety of courses from the University of Saskatchewan, the University of Regina, and First Nations University of Canada. These courses are delivered by several modes including traditional classes, videoconferencing, tutor-enhanced, online, and televised. Students have access to a number of services to ensure their university experience is successful.

The College offers the following services to students:

- Academic Counselling
- Scholarship and Bursary Program
- Career Counselling
- Computer Access
- Library Access
- Study Skills Workshops
- Writing Centre Services

## Program Objective:

To offer a wide range of first and upper year university credit courses using a variety of delivery methods, program options, and delivery agents.



University BBQ and Orientation

### University Strategic Plan Goal #2 - Learners Succeed

Performance Measure	3 Yr. Avg. Baseline*	2009-10 Target	2009-10 Actuals
Total Enrollment	69	80	117
Participation Rate % of total College Enrollment	11.4%	11.1%	13.5%
Student Enrollment (Expressed in FLE's)	24.3	32	42.8

\* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08

Increased enrollment partly due to the Masters in Educational Administration program.

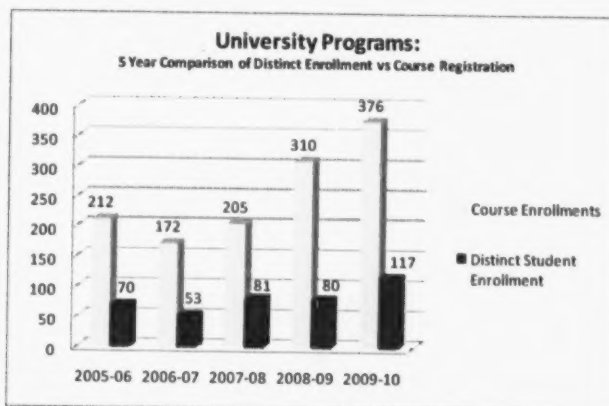
### University Strategic Plan Goal #1 - College of Choice for Learners and Employers

	3 Yr. Avg. Baseline*	2009-10 Target	2009-10 Actuals
Aboriginal Participation Enrollment Rate (% of Aboriginals enrolled in University courses)	7.5%	8.8%	12.8%

\* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08

## 2009/10 Highlights:

- University enrollments were at an all-time high, partly because of the Master of Educational Administration program but also an increase in overall registration.
- Enrollments increased 21% over the previous year while the number of distinct students increased 46%.
- Over 120 courses from the U of S, the U of R, and First Nations University of Canada were offered throughout the region.
- Students enrolled in the Master of Educational Administration finished their program in the spring of 2010.
- An increased number of students were interested in Social Work. The College continued to deliver Social Work courses in partnership with Northlands College, North West Regional College and the U of S Prince Albert Campus.
- A number of new courses were offered, including: Anthropology 111 (videoconference), Art History 256 and 257 (videoconference), Physics 115.3 (face-to-face in Melfort), Math 101 (tutor-enhanced) and Social Work 346, 347, 390, 421 and 469 (videoconference).
- 98% of Cumberland College university students completed their courses.



Note: Course enrollments significantly increased in 08-09. This is primarily due to the Master of Educational Administration Program.



Art students experience on-site landscape painting

# Learner Services

## Learner Services

The primary focus of Learner Services is to provide programs and services that afford learners the maximum opportunity to succeed. Counsellors assist learners through a process of analyzing program and training options, self-assessment, goal setting, career planning, decision making, and critical thinking.

### Program Objectives:

- To ensure counsellors are available and accessible to learners in all program areas and to prospective learners.
- To provide services and resources that will assist with learners' academic achievement and personal well being, as well as the development of learning and career plans.
- To provide learner support services for distance learners.
- To explore programs and combinations of programs which lend to individual learning methods.
- To explore and engage in externally funded projects that enhance participants academic and work readiness.

## 2009/2010 Highlights:

- A 40 week Transitions to Employment Program was delivered in partnership with the Oasis Center in Nipawin to unemployed First Nations and Métis individuals with multiple learning challenges.
- An 8 week TIOW Program in Tisdale involving 12 unemployed older workers was successfully completed in March.
- A 12 week Transitions to Employment program in partnership with HRSDC was successfully completed at Shoal Lake involving 9 aboriginal participants.
- H1N1 flu presentations were presented to all programs.
- College wide nutrition program to ABE and Technical programs was coordinated.
- A grant from the Kelsey Trail Health Region enabled us to deliver healthy lifestyles presentations to ABE students, both on and off reserve.
- A regional Wellness Fair was held in May at the Nipawin Evergreen Centre for College students and partner organizations.
- Counseling support was continued to on reserve ABE programs.
- Scholarships valued at \$52,400 were awarded to students.

Learner Services Strategic Plan Goal #1 - College of Choice for Learners and Employers

	3 Yr. Avg Baseline*	2009-10 Target	2009-10 Actuals
Student Satisfaction Surveys (Very Good to Excellent)	91.9%	92.0%	83.1%
Number of Scholarships and Bursaries (actual number awarded)	50	63	69
Value of Scholarships and Bursaries (actual amount awarded)	\$41,500	\$47,500	\$52,400

\* 3 Year Baseline includes program years: 2005-06, 2006-07, 2007-08



Counsellors provides learner services at all college locations.

# Technology Enhanced Learning (TEL)

## Technology Enhanced Learning

Technology Enhanced Learning (TEL) is integrated into all dimensions of Cumberland College, including academic and career counselling, student support, instructor in-service, program development, and program delivery. TEL enables the College to serve the needs of its students by ensuring that rural and northern learners have the same access to courses, technological tools, networks, and expertise available to their urban counterparts.

### Key Accomplishments:

Building College internal capacity to develop and deliver distance education was accomplished by:

- Providing training and professional development to College instructional and administrative staff, increasing awareness and use of technology such as Office applications, Adobe Connect, Moodle, Drupal, web design, and software applications.
- Offering Psy 30 and IP30 in an on-line format to students regionally using Moodle and Adobe Connect.
- Using video conferencing technology to offer Chemistry 20 and 30 on a regional basis.
- Researching, designing, delivering, and evaluating online courses.
- Began development of Chemistry 20 and 30 online courses.
- Training staff to use Kurzweil learning software for students with learning disabilities.
- Developing and providing over 50 tutorials as a College staff training resource webpage.
- Successfully completed the Usability Project for the English Pronunciation Improvement Course (EPIC) in partnership with Saskatchewan Immigration.
- Increasing internal capacity in the ability to create content/curriculum using multi-media.

Provincial colleges form communities of practice in order to collectively build capacity in educational technology and distance education was accomplished through:

- Sharing of online courses with other colleges.
- Engaging in provincial meetings with the Saskatchewan Disability Service Providers in the development of an alternative format repository for student resources.
- Continuing to collaborate with Parkland College on an ABE 12 online proposal for Physics 20/30 and Chemistry 20/30.
- Delivering online and televised SIAS and University courses.
- Delivering Social Work courses in collaboration with Northlands College, North West Regional College, and the U of S Prince Albert Campus.
- Collaborating with the U of S regarding the delivery of 8 new university courses from Melfort Campus via video conference to other College sites.
- Partnering with ENFORM to provide online safety training to Business and Industry clients.



The College continues to increase videoconference course offerings.

# Human Resources

## Human Resources

Human resource levels grew slightly during the 2009/10 program year due to an increase in the number of ABE Programs offered on-reserve and the start up of the FCED programming. The remote locations of the reserves created some recruiting challenges but the College continued to attract a sufficient number of applications for most postings. All positions were filled in time for the programs to start as planned. The average application rate for external staffing processes was 8 applications per posting in 2009-10.

Recruitment of qualified instructors for Technical Programming continues to be a challenge. In 2009/10 the College also had difficulty in recruiting for management positions.

Cumberland College continually works toward a representative workforce. In 2007/08 a baseline to monitor the College's employment rate of Aboriginal people relative to the working age population in the College region was established at 5% along with a goal to increase this number by one percent over the following year. At the end of 2008/09 the Aboriginal employment rate at the College was 19% exceeding the target by 13%. At the end of 2009-10 the Aboriginal employment rate was 17%.

## Organizational Changes

In 2009/10 the position of Director of Programs and Services was re-introduced to the College with some broader parameters from the previous position which had remained vacant for some time.

## Professional Development

During the 2009/10 fiscal year Cumberland College staff continued to improve their professional development by participating in a variety of activities. The majority of activities involved attendance of various workshops, conferences, and credit and non-credit courses.



Cumberland College Staff 2009-10



# Cumberland College Staff 2009-10

## Administration

Valerie Mushinski	Chief Executive Officer
Leslee Serack	Director of Finance
Cathi Wilson Loescher	Director of Program and Services
Lyle Bittman	Director of Development
Jennifer Youzwa	Executive Assistant
Catharine Lamy	Executive Assistant, Part-time
Amanda Wallington	Executive Assistant, Part-time
Beverly Bothorel	Accounting Clerk
Carla Scowen	Accounts Payable/Receivable Clerk

## Program Staff

Linda Kerslake	Manager, Adult Basic Education
Kevin Trew	Coordinator, ABE
Lois Preete	Coordinator, ABE
Marie Crozon	Program Assistant, ABE
Lynda McPhee	Coordinator, ESL
Garnet Davis	Coordinator, Literacy
Joy Solsten	Manager, Technical Programs
Debbie Zazelenchuk	Coordinator, Technical Programs
Eleanor Wiebe	Program Assistant, Technical Programs
Debbie Grassing	Coordinator, FCED
Sarah Haidey	Program Assistant, FCED
Brenda Mellon	Manager, University & Marketing
Lynette Gerski	Program Assistant, University & Marketing
Heidi Groat	Site Attendant
Lisa Neufeld	Site Attendant
Angele Teale	Site Attendant
Diane Muir	Site Attendant
Sandra Stephenson	Manager, Learner Services
Elaine Valteau	Counsellor
Sherilyn Coates	Counsellor
Corrine Lam Ma	Counsellor
Rhonda Durand	Counsellor
Brandy Wicks	Counsellor
Tara Nelson	Counsellor
Joe Graumans	Counsellor
Lindsey Barber	Counsellor, FCED
Kirk Kezema/	Educational Technology Consultant
Gary Maunder	
Cathi Wilson-Loescher	Career Development Coordinator
Shirley Mandin	Wellness Coordinator
Jan Lidster	Pronunciation Project Pilot Coordinator
Kellie Stroeder	Manager, Business & Industry (on leave)
Kevin Trew	Program Assistant, Business and Industry
Jackie Masich	Training Consultant
Gwen Pearce	Training Consultant
Trudi Webster	Training Consultant
Debbie Grassing	Coordinator, Program Development
Gloria Rommel	Receptionist
Tracy Wilson/	Receptionist
Denise Blomquist	
Myra Paslowski	Receptionist

Alayne King/  
Brenda Nakonieczny  
Sarah Haidey

Receptionist

Receptionist

Debbie Turgeon

Registrar

Cory Teale  
Tyler Wood

Information Technology Analyst  
Information Technology Assistant

Della Joinson  
Serina Mercredi

Assisting Coordinator, Summer Student  
Assisting Coordinator, Summer Student

## Instructional Staff

Beth Goertzen	Adult Basic Education Instructor
Mike Hardwicke	Adult Basic Education Instructor
Ig Baranieski	Adult Basic Education Instructor
Jim Kulpa	Adult Basic Education Instructor
Teri Thompson	Adult Basic Education Instructor
Dorothy Allen	Adult Basic Education Instructor
Carolyn Stailing	Adult Basic Education Instructor
Darrell Collins	Adult Basic Education Instructor
Linda Fiddler	Adult Basic Education Instructor
Jennifer Arnason	Adult Basic Education Instructor
Brandi Trew	Adult Basic Education Instructor
Diane Berge	Adult Basic Education Instructor
Myrne Boe	Adult Basic Education Instructor
Janice Dyck	Adult Basic Education Instructor
Dennis Wiebe	Adult Basic Education Instructor
Kathie Jones	Adult Basic Education Instructor
Carolyn Stailing	Adult Basic Education Instructor
Rose Krushelniski	Adult Basic Education Instructor
Wayne Muir	Adult Basic Education Instructor
Sherilyn Coates	LINC Instructor
Lynda McPhee	LINC Instructor
Lisa Neufeld	Instructor Aide, Adult Basic Education
Bev Park	Instructor Aide, Adult Basic Education
Bev McLean	Instructor Aide, Adult Basic Education
Tara Nelson	Instructor Aide, Adult Basic Education
Douglas Barks	Instructor Aide, Adult Basic Education
Rhonda Durand	Instructor Aide, Adult Basic Education
Brenda Nakonieczny	Instructor Aide, Adult Basic Education
Elaine Gallo	Instructor Aide, Adult Basic Education
Lynette Gerski	Instructor Aide, English as a Second Language (ESL)
Candice Biro	Instructor Aide, English as a Second Language (ESL)
Andrea Staples	Practical Nursing Instructor
Jeannine Hinrichsen	Practical Nursing Instructor
Lynn Verklan	Office Education Instructor
Diane Barnett	Office Education Instructor
Lori Constant	Early Childhood Education Instructor
Grace Thomson	Early Childhood Education Instructor
Dawn Schumilas	Business Certificate Instructor
Debbie Zazelenchuk	Business Certificate Instructor
Patrick Devin	Aboriginal Police Preparation Instructor
Carroll Joyes	Continuing Care Assistant Instructor
Louise Kosokowsky	Continuing Care Assistant Instructor
Darren Wheeler	Applied Certificate Electrical Instructor

Note: A contract wherein individuals are employed for less than 240 hours or 25 occasions are not included.

**CUMBERLAND REGIONAL COLLEGE**  
**Statement of Management Responsibility**

□ Nipawin  
P.O. Box 2225  
Nipawin SK  
S0E 1E0  
P 862-9833  
F 862-4940

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgments.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the management has developed and maintains a system of internal control designed to provide reasonable assurance that College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

□ Melton  
P.O. Box 2320  
Melton SK  
S0E 1A0  
P 752-2786  
F 752-3484

The Board of Directors of the College is responsible for the review and approval of the financial statements, and ensures management fulfils its financial reporting responsibilities. The Board meets with management and, as required, with the external auditors have full access to the Board with and without the presence of management.

The financial statements have been audited by NeuPath Group. The Auditors' Report outlines the scope of their examination and provides their opinion on the fairness of the presentation of the information in the financial statements.

□ Tisdale  
P.O. Box 967  
Tisdale SK  
S0E 1T0  
P 873-2525  
F 873-4450



Chief Executive Officer



Director of Finance

September 28, 2010  
Date

□ Hudson Bay  
P.O. Box 207  
Hudson Bay SK  
S0E 0Y0  
P 865-2175  
F 865-2314



Letter of Transmittal

September 30, 2010

Honourable Rob Norris  
Minister of Advanced Education, Employment & Immigration  
Room 208 Legislative Building  
Regina SK S4S 0B3

Dear Minister Norris:

On behalf of the Board of Directors of Cumberland Regional College, and in accordance with the provisions of *The Regional Colleges Act*, I am pleased to submit the audited financial statements of Cumberland Regional College for the fiscal year ending June 30, 2010.

Respectfully submitted,



Armand Thibodeau, Chair  
Cumberland Regional College

□ Nipawin  
P.O. Box 2225  
Nipawin SK  
S0E 1E0  
P 862-9833  
F 862-4940

□ Melfort  
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P 752-2786  
F 752-3484

□ Tisdale  
P.O. Box 967  
Tisdale SK  
S0E 1T0  
P 873-2525  
F 873-4450

□ Hudson Bay  
P.O. Box 207  
Hudson Bay SE  
S0E 0Y0  
P 865-2175  
F 865-2314

# NeuPath Group, PC Inc.

Chartered Accountants

Board of Directors  
Cumberland Regional College  
Nipawin, Saskatchewan

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## AUDITORS' REPORT

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We have audited the statement of financial position of Cumberland Regional College as at June 30, 2010 and the statements of operations, changes in net assets and cash flows for the year then ended. The College's management is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2010 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.


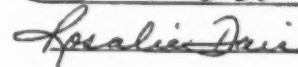
September 23, 2010  
Nipawin, Saskatchewan  
Chartered Accountants

**CUMBERLAND REGIONAL COLLEGE  
STATEMENT OF FINANCIAL POSITION**

**AS AT JUNE 30, 2010**

**Statement 1**

	Operating Fund	Capital Fund	2010 Total	2009 Total
<b>ASSETS</b>				
Current Assets				
Cash	\$1,135,165	\$7,472,076	\$8,607,241	\$3,797,807
Accounts receivable (note 3)	731,361	-	731,361	555,619
Prepaid expenses	33,411	-	33,411	31,816
	1,899,937	7,472,076	9,372,013	4,385,242
Capital Assets (note 4)	-	1,504,389	1,504,389	904,131
	\$1,899,937	\$8,976,465	\$10,876,402	\$5,289,373
<b>LIABILITIES</b>				
Current Liabilities				
Accrued salaries and benefits	\$161,779	-	\$161,779	\$145,930
Accounts payable and accrued liabilities (note 6)	180,229	-	180,229	191,777
Unearned revenue (note 7)	693,985	-	693,985	800,998
	1,035,992	-	1,035,992	1,138,705
<b>NET ASSETS</b>				
Invested in capital assets	-	1,504,389	1,504,389	904,131
Externally restricted (note 8)	-	6,883,076	6,883,076	2,061,608
Internally restricted (note 9)	635,945	589,000	1,224,945	984,929
Unrestricted	228,000	-	228,000	200,000
	863,945	8,976,465	9,840,410	4,150,668
	\$1,899,937	\$8,976,465	\$10,876,402	\$5,289,373

APPROVED ON BEHALF OF THE BOARD  
 Director  
 Treasurer

**CUMBERLAND REGIONAL COLLEGE**

**STATEMENT OF OPERATIONS  
FOR THE YEAR ENDED JUNE 30, 2010  
Statement 2**

	-----Operating Fund-----			-----Capital Fund-----		Total	
	2010 Budget	2010	2009	2010	2009	2010	2009
	(Note 11)						
<b>Revenues (Schedule 1)</b>							
Provincial Government	\$4,790,004	\$5,344,551	\$4,805,986	\$5,452,760	\$20,000	\$10,797,311	\$4,825,986
Federal Government	146,058	131,551	72,027	-	-	131,551	72,027
Other revenue	1,599,284	1,560,737	1,723,793	21,410	35,557	1,582,148	1,759,350
	6,535,346	7,036,840	6,601,806	5,474,170	55,557	12,511,010	6,657,363
<b>Expenses (Schedule 2)</b>							
Agency contracts	1,233,233	1,327,214	1,388,734	-	-	1,327,214	1,388,734
Amortization	-	-	-	138,756	105,136	138,756	105,136
Equipment	133,287	167,887	149,342	-	-	167,887	149,342
Facilities	214,691	267,586	221,710	-	-	267,586	221,710
Information technology	70,695	52,331	30,180	-	-	52,331	30,180
Operating (Schedule 3)	658,988	705,709	640,249	-	-	705,709	640,249
Personnel services	4,278,760	4,161,784	3,857,399	-	-	4,161,784	3,857,399
	6,589,654	6,682,511	6,287,614	138,756	105,136	6,821,267	6,392,750
<b>Excess (deficiency) of revenues over expenses</b>	<b>\$(54,308)</b>	<b>\$354,329</b>	<b>\$314,192</b>	<b>\$5,335,414</b>	<b>\$(49,579)</b>	<b>\$5,689,743</b>	<b>\$264,613</b>

CUMBERLAND REGIONAL COLLEGE

STATEMENT OF CHANGES IN NET ASSETS  
FOR THE YEAR ENDED JUNE 30, 2010

Statement 3

	2010				2009
	Invested in capital assets	Restricted	Unrestricted	Total	Total
Net assets, beginning of year	\$904,131	\$3,046,537	\$200,000	\$4,150,668	\$3,886,055
Excess (deficiency) of revenues over expenses	5,335,414	-	354,329	5,689,743	264,613
Interfund transfers:					
Investment in capital assets	86,312	-	(86,312)	-	-
Internally imposed restrictions	-	240,016	(240,016)	-	-
Externally imposed restrictions	(4,821,468)	4,821,468	-	-	-
Net assets, end of year	\$1,504,389	\$8,108,021	\$228,000	\$9,840,411	\$4,150,668

	Balance, beginning of the year	To Restricted	From Restricted	Balance, end of the year
<u>Externally Restricted (Note 8)</u>				
Ministry of Advanced Education, Employment & Immigration Capital Funding	\$2,061,608	\$5,411,410	\$(589,942)	\$6,883,076
<u>Internally Restricted (Note 9)</u>				
Operations	54,308	-	(54,308)	-
Professional development reserve	46,353	-	(26,353)	20,000
Human resource reserve	320,968	-	-	320,968
Furniture/IT reserve	33,500	-	(33,500)	-
SCN/TEL transitional funding	-	200,000	-	200,000
SCN/TEL	-	94,977	-	94,977
Capital equipment reserve	229,800	198,272	(139,072)	289,000
Building capital reserve	300,000	-	-	300,000
	984,929	493,249	(253,233)	1,224,945
	\$3,046,536	\$5,904,659	\$(843,175)	\$8,108,021

**CUMBERLAND REGIONAL COLLEGE****STATEMENT OF CASH FLOWS  
FOR THE YEAR ENDED JUNE 30, 2010  
Statement 4**

	2010	2009
Cash flows from (used in) operating activities		
Excess (deficiency) of revenues over expenses	\$5,689,743	\$264,613
Amortization of capital assets	138,756	105,136
Net change in non-cash working capital (note 10)	(280,051)	136,391
	5,548,448	506,140
Cash flows used in investing activities		
Purchase of capital assets	(739,015)	(144,248)
Net increase in cash	4,809,433	361,892
Cash, beginning of year	3,797,807	3,435,915
Cash, end of year	\$8,607,241	\$3,797,807



**CUMBERLAND REGIONAL COLLEGE**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2010**

**1. PURPOSE AND AUTHORITY**

The Cumberland Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The College Board plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocation training to meet the needs of the regional constituents and industry. The Cumberland Regional College is exempt from the payment of income tax.

**2. SIGNIFICANT ACCOUNTING POLICIES**

Pursuant to standards established by the Public Sector Accounting Board, the College is classified as a government not-for-profit organization. These financial statements have been prepared in accordance with Canadian generally accepted accounting principles applicable to not-for-profit entities and include the following significant policies:

**(a) Fund Accounting**

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives.

**(i) Operating Fund**

The operating fund accounts for the College's program delivery, service and administrative activities.

**(ii) Capital Fund**

The capital fund reflects the net book value of all capital assets of the College after taking into consideration any associated long term debt. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

**(b) Revenue recognition**

The College follows the restricted fund method of accounting for contributions. Restricted contributions related to general operations are recognized as revenue of the operating fund in the year that the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable.

Unrestricted operating contributions are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

**(c) Capital assets**

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets costing under \$500 are expensed in the current year. Capital assets are amortized on a straight-line basis over their estimated useful lives as follows, and amortization is reported as an expense in the capital fund.

Buildings	5%
Leasehold improvements	5%
Furniture and equipment	10% to 33%
Vehicles	20%

CUMBERLAND REGIONAL COLLEGE

NOTES TO THE FINANCIAL STATEMENTS  
JUNE 30, 2010

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

(d) Use of estimates

These statements are prepared in accordance with Canadian generally accepted accounting principles. These principles require management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the period. Actual results could differ from those estimates. Differences are reflected in current operations when identified.

(e) Cash

Cash is represented by cash on hand and balances with banks.

(f) Financial instruments

Effective July 1, 2007, the College adopted the recommendations of the Canadian Institute of Chartered Accountants (CICA) Handbook Section 3855 - Financial Instruments - Recognition and Measurement. Under these new standards, all financial assets and financial liabilities must be identified and classified. This classification determines how each financial instrument is measured.

The College's financial instruments and their classification are as follows:

Financial Instrument	Classification
Cash	Held for trading
Accounts receivable	Loans and receivables
Short-term investments	Held for trading
Accrued salaries and benefits	Other liabilities
Accounts payable and accrued liabilities	Other liabilities

Held for trading financial assets and liabilities are measured at fair value. Changes in the fair value are recognized in the Statement of Operations and Changes in Net Assets. Loans and receivables and other financial liabilities are measured at amortized cost. Due to their short term nature, the amortized cost of these instruments approximates their fair value.

Effective July 1, 2008, the College adopted CICA Handbook sections 3862 - Financial Instruments - Disclosures, and 3863 - Financial Instruments - Presentation. Section 3862 provides standards for disclosure of the risks arising from financial instruments to which the College is exposed, and how the risks are managed by the College. Section 3863 provides standards for the presentation of financial instruments and non-financial instrument derivatives.

This change in accounting policy did not have a significant impact on the College's financial statements at the time of adoption.

CUMBERLAND REGIONAL COLLEGE

NOTES TO THE FINANCIAL STATEMENTS

JUNE 30, 2010

**3. ACCOUNTS RECEIVABLE**

	2010	2009
Ministry of Advanced Education, Employment and Immigration	\$356,504	\$356,485
Federal Government	40,124	82,242
Other	334,733	116,892
	<b>\$731,361</b>	<b>\$555,619</b>

**4. CAPITAL ASSETS**

	-----2010-----			2009
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Buildings	\$1,373,935	\$746,150	\$627,785	\$687,502
Leasehold improvements	258,242	170,502	87,740	96,764
Furniture and equipment	840,511	725,492	115,019	35,962
Vehicles	23,486	23,486	-	-
Construction in progress	673,845	-	673,845	83,903
	<b>\$3,170,020</b>	<b>\$1,665,630</b>	<b>\$1,504,389</b>	<b>\$904,131</b>

**5. LEASE OBLIGATIONS**

The College is committed under an annual term lease for office space at a minimum amount of \$26,178 for the next fiscal year (exclusive of proportionate increases and additional occupancy costs – the lease is negotiated annually).

The College is committed under a term lease for office equipment at the following minimum amounts for the next five fiscal years:

2011	\$12,576
2012	12,576
2013	12,576
2014	12,576
2015	3,144

**CUMBERLAND REGIONAL COLLEGE****NOTES TO THE FINANCIAL STATEMENTS****JUNE 30, 2010**

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**6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES**

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	2010	2009
Provincial Government	\$6,354	\$8,350
Federal Government	20	6,087
Other	173,855	177,340
	<b>\$180,229</b>	<b>\$191,777</b>

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**7. UNEARNED REVENUE**

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Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2010	2009
Saskatchewan Advanced Education, Employment and Immigration	\$662,474	\$800,998
Other	31,511	-
	<b>\$693,985</b>	<b>\$800,998</b>

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**8. EXTERNAL RESTRICTIONS ON NET ASSETS**

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The Ministry of Advanced Education, Employment and Immigration has funded \$6,883,076 (2009 - \$2,061,608) designated capital contributions to be used for future capital expenditures as per Statement 3. These externally restricted amounts are not available for other purposes without approval of the Ministry of Advanced Education, Employment and Immigration.

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**9. INTERNAL RESTRICTIONS ON NET ASSETS**

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During the year the Board of Directors approved the transfer of \$449,098 (2009 - \$304,696) from unrestricted net assets to internally restricted net assets. The Board of Directors also approved the transfer of \$253,233 (2009 - \$48,844) from internally restricted net assets to unrestricted net assets.

**CUMBERLAND REGIONAL COLLEGE**

**NOTES TO THE FINANCIAL STATEMENTS**

**JUNE 30, 2010**

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**10. NET CHANGE IN NON-CASH WORKING CAPITAL**

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	<b>2010</b>	<b>2009</b>
Accounts receivable	\$(175,743)	\$(317,891)
Prepaid expenses	(1,595)	2,168
Accounts payable and accrued liabilities and accrued salaries and benefits	4,300	75,316
Unearned revenue	(107,013)	376,798
	<hr/> \$(280,051)	<hr/> \$136,391

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**11. BUDGET AMOUNTS**

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The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on May 26, 2009. The Minister approved the budget on August 27, 2009.

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**12. RELATED PARTY TRANSACTIONS**

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These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as ministries, corporations, boards and commissions under the common control of the Government of Saskatchewan.

Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

Related party expenses during the year were as follows:

	<b>2010</b>	<b>2009</b>
SaskEnergy	\$2,199	\$3,732
SaskPower	2,808	2,123
SaskTel and SaskTel Mobility	59,086	53,997
Saskatchewan Institute of Applied Science and Technology	370,873	298,084
Ministry of Government Services	81,223	66,843
University of Saskatchewan	23,388	51,295
University of Regina	-	6,371
	<hr/> \$539,577	<hr/> \$482,445

Other transactions with related parties are disclosed elsewhere in these financial statements and related notes.



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**13. FINANCIAL INSTRUMENTS RISKS**

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The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's receivables are from the provincial and federal government, therefore, credit risk is minimal.

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**14. EMPLOYEE FUTURE BENEFITS**

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Employees of the College participate in one of three pension plans. Teachers and other employees holding a teaching certificate participate in the Teachers' Superannuation Plan (TSP) or the Saskatchewan Teachers Retirement Plan (STRP) which are administered by the Teachers' Superannuation Commission and the Saskatchewan Teachers' Federation respectively. The Board has no financial obligation to TSP or STRP. Eligible employees contribute to TSP and STRP for their current service. No matching contribution is made by the College. The General Revenue Fund is responsible for the required employer contributions of STRP and for the financial obligations of the TSP. All other employees participate through Municipal Employees' Pension Plan (MEPP) which is a multi-employer defined benefit plan.

The last actuarial valuation of the MEPP indicated there was a surplus in the plan. The College's financial obligation to the MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for the year amounted to \$116,927 (2009 - \$103,688).

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**15. COMMITMENTS**

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The College has entered into certain contracts for the construction of a new Nipawin campus facility. The total budget for construction of the facility is \$7,490,000. As at June 30, 2010, \$673,845 had been expended on the project.

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**16. CONTINGENT LIABILITY**

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A union representing employees of an employer unrelated to the College has applied by Notice of Motion for an order quashing purported decisions of the Municipal Employees Pension Plan, relating to the application of actuarial surplus in the fund, as well as other relief. Several participating employers, including the College, have been named. It is not possible to estimate the potential effect of the claim at this stage in the proceedings.

CUMBERLAND REGIONAL COLLEGE

SCHEDULE OF OPERATING FUND REVENUES BY FUNCTION  
FOR THE YEAR ENDED JUNE 30, 2010

Schedule 1

	2010								2010 Budget (Note 11)	2009 Total	
	General	Skills Training		Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel			Total
<b>Provincial Government</b>											
Ministry of Advanced Education, Employment and Immigration											
Operating grant	\$2,138,032	\$-		\$-	\$-	\$-	\$-	\$-	\$2,138,032	\$1,927,877	\$1,848,797
Program payments	7,000	998,380	416,935	1,041,223	155,489	64,550	324,448	76,956	3,084,982	2,830,127	2,717,334
Other	-	-	-	40,050	-	-	19,159	-	59,209	32,000	68,964
	2,145,032	998,380	416,935	1,081,273	155,489	64,550	343,607	76,956	5,282,223	4,790,004	4,635,095
Other Provincial	36,129	-	-	-	-	-	26,200	-	62,329	-	170,891
	2,181,161	998,380	416,935	1,081,273	155,489	64,550	369,807	76,956	5,344,551	4,790,004	4,805,986
<b>Federal Government</b>											
Admin recovery	-	-	-	-	-	-	-	-	-	-	-
Seat purchases	-	-	-	-	-	-	-	-	-	-	-
Projects	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	131,551	-	-	-	131,551	146,058	72,027
	-	-	-	-	131,551	-	-	-	131,551	146,058	72,027
<b>Other Revenue</b>											
Admin recovery	-	-	-	-	-	-	-	-	-	-	7,016
Contracts	-	75,180	115,431	274,681	13,373	8,588	740	-	487,993	266,069	405,113
Interest	13,427	-	-	-	-	-	-	-	13,427	45,000	36,417
Rents	1,005	-	-	-	-	-	-	-	1,005	-	1,330
Resale items	5,855	67,522	23,780	40	985	4,224	-	-	102,407	81,700	114,602
Tuition	-	254,682	626,136	-	3,252	31,628	9,653	-	925,351	1,194,915	1,150,502
Other	1,210	490	-	31	-	399	28,425	-	30,555	11,600	8,813
	21,497	397,873	765,348	274,753	17,611	44,839	38,818	-	1,560,737	1,599,284	1,723,793
Total revenues	2,202,657	1,396,254	1,182,282	1,356,026	304,651	109,389	408,625	76,956	7,036,840	6,535,346	6,601,806
Total operating fund											
expenses (Schedule 2)	2,101,215	1,130,192	934,150	1,257,167	270,792	203,546	571,642	213,807	6,682,511	6,589,654	6,287,614
Excess (deficiency) of revenues over expenses	\$101,442	\$266,061	\$248,132	\$98,859	\$33,859	\$(94,157)	\$(163,017)	\$(136,851)	\$354,329	\$(4,308)	\$314,192

**CUMBERLAND REGIONAL COLLEGE**

**SCHEDULE OF OPERATING FUND EXPENSES BY FUNCTION  
FOR THE YEAR ENDED JUNE 30, 2010  
Schedule 2**

	2010									2010 Budget	2009 Total
	General	Skills Training		Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total		
										(Note 11)	
Agency contracts	\$-	\$389,346	\$818,988	\$41,000	\$2,705	\$48,929	\$17,312	\$8,934	\$1,327,214	\$1,233,233	\$1,388,734
Equipment	81,036	12,907	2,660	49,437	4,294	2,582	12,517	2,454	167,887	133,287	149,342
Facilities	186,089	29,982	3,210	30,013	13,167	836	4,004	285	267,586	214,691	221,710
Information technology	31,791	-	2,318	92	928	-	16,699	503	52,331	70,695	30,180
Operating (Schedule 3)	256,849	129,951	81,478	103,866	48,541	27,079	44,474	13,472	705,709	658,988	640,249
Personnel services	1,545,450	568,005	25,497	1,032,758	201,158	124,120	476,636	188,159	4,161,784	4,278,760	3,857,399
	\$2,101,215	\$1,130,192	\$934,150	\$1,257,167	\$270,792	\$203,546	\$571,642	\$213,807	\$6,682,511	\$6,589,654	\$6,287,614
			\$2,064,342		\$1,527,959		\$785,449				

CUMBERLAND REGIONAL COLLEGE

**SCHEDULE OF OPERATING EXPENSES  
FOR THE YEAR ENDED JUNE 30, 2010**

**Schedule 3**

	2010 Budget	2010 Total	2009 Total
	(Note 11)		
Advertising	\$102,600	\$115,754	\$119,178
Association fees and dues	15,560	16,397	15,306
Financial services	4,000	5,818	4,692
In-service	38,454	8,162	8,234
Insurance	11,998	13,714	12,930
Materials and supplies	178,923	217,025	144,871
Postage, freight and courier	18,150	15,374	19,903
Printing and copying	21,650	15,764	13,033
Professional services	23,250	18,439	25,061
Resale items	68,420	97,617	115,312
Subscriptions	2,200	5,625	1,302
Telephone and fax	58,211	59,156	53,131
Travel	94,872	101,827	90,367
Other	20,700	15,038	16,929
	\$658,988	\$705,709	\$640,249

# Glossary of Terms

**Academic GED:** Academic skills development that prepares individuals to write the GED exams.

**ABE:** Adult Basic Education - Academic skills development that leads to certification at a grade 10 or grade 12.

**AEE&L:** Advanced Education, Employment, and Labour

**Apprenticeship & Trade:** Education and training certified through apprenticeship and Trade commission.

**Basic Education Credit:** Learning that is certified by the Ministry of Education/AEE&L.

**CASS:** Canadian Agriculture Skills Service

**Casual Student:** A person taking courses within a program group that collectively totals less than 30 hours of scheduled time.

**CCA:** Continuing Care Assistant

**Community/Individual Non Credit:** Education and training that leads to or enhances a person's employability or enhances community and/or social development, but does not result in credentials or certification recognized by an industry, association, sector, regulatory body, or licensing agency.

**Completer:** A student who has completed the time requirement of a course or all courses within a program session.

**Completed Successfully:** A student who has successfully completed all requirements of a non-credit program.

**CPR:** Cardiopulmonary resuscitation

**Credit:** Learning which is certified by a recognized body.

**Distinct Student:** An individual participating, over a program year, in one or more program sessions within a program group.

**DTI:** Dumont Technical Institute

**EI:** Employment Insurance

**ELT:** English Language Training

**Employability/Life Skills:** Scheduled program-based activities with an emphasis on the development of personal and life skills necessary for employment.

**English Language Training:** scheduled program-based activities designed to teach English as a Second Language.

**EPIC:** English Pronunciation Improvement Course

**ESL:** English as a second language

**ET:** Educational Technology

**FCED:** Fort at la Corne Employment Development

**FLE:** (Full Load Equivalency) The total participant hours divided by the generally accepted full-load equivalent factor for a program group.

**FTE:** Full time equivalency for staff.

**Full-Time Student:** A person taking courses that collectively require a minimum of 18 hours of scheduled class time per week, for a minimum period of 12 weeks. There are two exceptions to this definition:

- a) For Apprenticeship and Trade: a complete level (the length depends on the trade) is required; and
- b) For university courses: a minimum of 216 hours of scheduled class time for the academic year.

**GED:** General Education Development: A series of exams that are written to determine grade 12 equivalency.

**General Academic Studies:** academic skill development that prepares individuals to meet adult 10 pre-requisites.



**Graduate:** A student who has successfully completed all program requirements and has attained a level of standing resulting in credit recognition from an accrediting institution, industry, and/or regulatory body.

**HRSDC:** Human Resources and Skills Development Canada

**Industry Credit:** Education and training which leads to a credential that is recognized by an industry association, sector, regulatory body, or licensing agency.

**Industry Non Credit:** Education and training that meets the specific needs identified for an industry, group, firm, or sector, that does not result in credentials or certification recognized by an industry, association, sector, regulatory body, or licensing agency.

**Institute Credit:** Education and training which leads to a credential (certificate, diploma, degree) from a recognized credit granting agency.

**IT:** Information Technology

**LINC:** Language Instruction for Newcomers to Canada

**Literacy:** Scheduled program-based activities that enhances an individual's reading, writing, and numeracy skills.

**Non-Credit:** Learning which may include some form of evaluation but does not result in certification by a recognized body.

**Participant Hours:** The total time (in hours) that a student is actively involved in a program (course) session.

**Part-Time Student:** A person taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.

**Personal Interest Non-Credit:** Education and training that meets the needs of individuals or groups for the purpose of enhancing their hobby, leisure, and recreational skills.

**PLAR:** Prior Learning Assessment Recognition

**Program:** A course of study based on a curriculum, plan, or system of academic and related activities that have a definite duration (hours/credit hours).

**Registration:** The number of students registered.

**RPL:** Recognition of Prior Learning

**SCN:** Saskatchewan Communications Network is a satellite delivery system for distance education courses.

**Services:** The formal act (activities which are tracked) of helping, providing assistance, and/or advice.

**SIAS:** Saskatchewan Institute of Applied Science and Technology

**SIIT:** Saskatchewan Indian Institute of Technologies

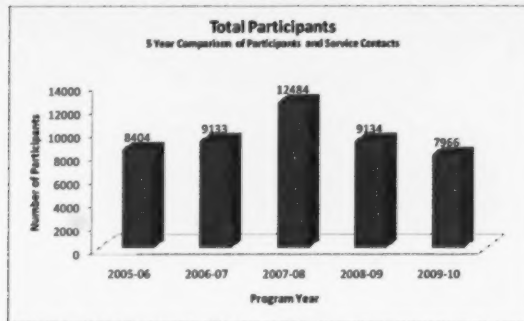
**SIS:** Student Information System is a computerized system used by the Regional Colleges for all student enrollment information. This system is also referred to as OCSM, or One Client Service Model. This system is also used by a number of other partners.

**TEL:** Technology Enhanced Learning is a program provided to Regional Colleges to assist colleges in obtaining the means to deliver more courses through distance learning, using a variety of technology.

**U of R:** University of Regina

**U of S:** University of Saskatchewan

**WHMIS:** Workplace Hazardous Materials Information System



\*Decrease due to change in collection of contact stats and CASS program ending in 2009

**Table 1 Student Enrollments Cumberland College 2009-10**

		Actuals							
		2008-2009				2009-2010			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAT	72	181	0	103.4	63	119	9	89.5
	Other	na	na	na	na	na	na	na	na
	Apprenticeship & Trade	0	21	0	7.4	na	na	na	na
	<b>Total Institute Credit</b>	72	202	0	110.84	63	119	9	89.5
	Industry Credit:								
	<b>Total Industry Credit</b>	0	410	301	125.3	0	270	299	81.4
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	<b>Total Non-Credit</b>	0	92	531	40.7	0	71	267	30.7
<b>TOTAL SKILLS TRAINING</b>		72	704	832	276.8	63	460	595	201.6
ADULT BASIC EDUCATION	ABE Credit:								
	Adult 12	109	49	0	95.3	77	68	0	81.0
	Adult 10	53	45	0	54.7	68	86	0	76.1
	Academic GED	6	13	0	14.8	0	0	0	0.0
	<b>Total ABE Credit</b>	168	107	0	164.8	145	154	0	157.1
	BE Non-Credit:								
	Employability/Life Skills	21	16	0	44.9	21	6	0	5.5
	English Language Training	na	na	na	na	na	na	na	na
	General Academic Studies	28	37	0	33.0	35	80	0	21.9
	Literacy	na	na	na	na	na	na	na	na
	<b>Total BE Non-Credit</b>	49	53	0	77.9	56	86	0	27.4
<b>TOTAL BASIC EDUCATION</b>		217	160	0	242.7	201	240	0	184.5
UNIVERSITY	<b>Total University</b>	18	62	na	34.0	26	91	0	42.8
<b>TOTAL ENROLLMENT</b>		307	926	725	553.5	290	791	595	428.9

FT=Full Time

Cas=Casual

**Table 1a Student Enrollments by Program Delivery Area - Melfort 2009-10**

		Actuals							
		2008-2009				2009-2010			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	51	73	1	54.8	21	38	9	32.5
	Other	na	na	na	na	na	na	na	na
	Apprenticeship & Trade	0	21	0	7.4	0	0	0	0.0
	<b>Total Institute Credit</b>	51	94	1	62.2	21	38	9	32.5
	Industry Credit:								
	<b>Total Industry Credit</b>	0	183	99	49.4	0	100	92	22.9
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	<b>Total Non-Credit</b>	0	13	145	8.5	0	17	114	7.4
<b>TOTAL SKILLS TRAINING</b>		51	290	245	120.1	21	155	215	62.8
ADULT BASIC EDUCATION	BE Credit:								
	Adult 12	42	19	0	36.8	30	28	0	30.6
	BE 10	26	14	0	21.7	21	18	0	23.8
	Academic GED	2	3	0	4.2	0	0	0	0.0
	<b>Total BE Credit</b>	70	36	0	62.7	51	46	0	54.4
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0.0	0	0	0	0.0
	English Language Training	na	na	na	na	na	na	na	na
	General Academic Studies	9	16	0	13.2	12	15	0	11.7
	Literacy	na	na	na	na	na	na	na	na
	<b>Total BE Non-Credit</b>	9	16	0	13.2	12	15	0	11.7
<b>TOTAL ADULT BASIC EDUCATION</b>		79	52	0	75.9	63	61	0	66.1
UNIVERSITY	<b>Total University</b>	15	18	0	18.9	23	43	0	27.5
<b>TOTAL ENROLLMENT</b>		145	360	245	214.9	107	259	215	156.4

FT=Full Time

PT=Part Time

Cas=Casual

FLE=Full Load

Equivalent

**Table 1a Student Enrollments by Program Delivery Area - Tisdale 2009-10**

		Actuals							
		2008-2009				2009-2010			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	12	45	6	26.0	12	42	1	28.5
	Other	na	na	na	na	na	na	na	na
	Apprenticeship & Trade	0	0	0	0.0	0	0	0	0.0
	Total Institute Credit	12	45	6	26.0	12	42	1	28.5
	Industry Credit:								
	Total Industry Credit	0	134	109	41.2	0	77	116	34.7
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	41	224	17.1	0	26	83	13.7
TOTAL SKILLS TRAINING		12	220	339	84.3	12	145	200	76.9
ADULT BASIC EDUCATION	BE Credit:								
	Adult 12	25	11	0	21.7	20	22	0	20.9
	BE 10	13	15	0	13.3	18	30	0	18.1
	Academic GED	2	7	0	6.1	0	0	0	0.0
	Total BE Credit	40	33	0	41.1	38	52	0	39.0
	BE Non-Credit:								
	Employability/Life Skills	9	1	0	11.9	0	0	0	0.0
	English Language Training	na	na	na	na	na	na	na	na
	General Academic Studies	0	8	0	0.5	2	30	0	3.3
	Literacy	na	na	na	na	na	na	na	na
	Total BE Non-Credit	9	9	0	12.4	2	30	0	3.3
TOTAL ADULT BASIC EDUCATION		49	42	0	53.5	40	82	0	42.3
UNIVERSITY	Total University	1	51	0	13.4	0	51	0	11.5
TOTAL ENROLLMENT		62	313	339	151.2	52	278	200	130.7

FT=Full Time

PT=Part Time

Cas=Casual

FLE=Full Load

Equivalent

**Table 1a Student Enrollments by Program Delivery Area - Nipawin 2009-10**

		Actuals							
		2008-2009				2009-2010			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIASST	9	45	0	18.9	29	22	0	23.7
	Other	na	na	na	na	na	na	na	na
	Apprenticeship & Trade	0	0	0	0.0	0	0	0	0.0
	<b>Total Institute Credit</b>	9	45	0	18.9	29	22	0	23.7
	Industry Credit:								
	<b>Total Industry Credit</b>	0	75	83	25.8	0	88	94	18.4
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	<b>Total Non-Credit</b>	0	21	149	11.5	0	30	95	9.0
<b>TOTAL SKILLS TRAINING</b>		9	141	232	56.2	29	140	189	51.1
ADULT BASIC EDUCATION	BE Credit:								
	Adult 12	33	12	0	27.1	21	18	0	24.8
	BE 10	8	14	0	12.5	24	41	0	31.4
	Academic GED	1	2	1	2.0	0	0	0	0.0
	<b>Total BE Credit</b>	42	28	1	41.6	45	59	0	56.2
	BE Non-Credit:								
	Employability/Life Skills	12	15	0	33.1	21	6	0	5.5
	English Language Training	na	na	na	na	na	na	na	na
	General Academic Studies	19	13	0	19.4	21	30	0	6.6
	Literacy	na	na	na	na	na	na	na	na
	<b>Total BE Non-Credit</b>	31	28	0	52.5	42	36	0	12.1
<b>TOTAL ADULT BASIC EDUCATION</b>		73	56	1	94.1	87	95	0	68.3
UNIVERSITY	<b>Total University</b>	1	3	0	1.7	2	6	0	3.2
<b>TOTAL ENROLLMENT</b>		83	200	233	152.0	118	241	189	122.6

FT=Full Time

PT=Part Time

Cas=Casual

FLE=Full Load

Equivalent



Table 1a Student Enrollments by Program Delivery Area - Hudson Bay 2009-10

		Actuals							
		2008-2009				2009-2010			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAST	0	19	0	3.8	1	19	2	4.9
	Other	na	na	na	na	na	na	na	na
	Apprenticeship & Trade	0	0	0	0.0	0	0	0	0.0
	Total Institute Credit	0	19	0	3.8	1	19	2	4.9
	Industry Credit:								
	Total Industry Credit	0	21	41	9.0	0	7	20	5.3
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	13	41	3.6	0	1	13	0.7
TOTAL SKILLS TRAINING		0	53	82	16.4	1	27	35	10.9
ADULT BASIC EDUCATION	BE Credit:								
	Adult 12	9	7	0	9.8	7	1	0	4.8
	BE 10	6	4	0	7.3	5	0	0	2.8
	Academic GED	1	1	0	2.6	0	0	0	0.0
	Total BE Credit	16	12	0	19.7	12	1	0	7.6
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0.0	0	0	0	0.0
	English Language Training	na	na	na	na	na	na	na	na
	General Academic Studies	0	0	0	0.0	0	6	0	0.3
	Literacy	na	na	na	na	na	na	na	na
	Total BE Non-Credit	0	0	0	0.0	0	6	0	0.3
TOTAL ADULT BASIC EDUCATION		16	12	0	19.7	12	7	0	7.9
UNIVERSITY	Total University	0	0	0	0.0	0	3	0	0.6
TOTAL ENROLLMENT		16	65	82	36.0	13	37	35	19.4

FT=Full Time

PT=Part Time

Cas=Casual

FLE=Full Load

Equivalent

Table 2 Equity Participation Enrollments by Program Delivery Area 2009-10

		Actuals																									
		2008-2009												2009-2010													
	Program Groups	Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment				
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas		
SKILLS TRAINING	Institute Credit:																										
	SIAST	11	41	0	0	6	0	1	1	0	72	181	0	11	21	1	0	4	1	0	2	0	63	119	9		
	Other:	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na		
	Apprenticeship & Trade	0	1	0	0	0	0	0	0	0	0	21	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Total Institute Credit	11	42	0	0	6	0	1	1	0	72	202	0	11	21	1	0	4	1	0	2	0	63	119	9		
	Industry Credit:																										
	Total Industry Credit	0	108	76	0	5	3	0	11	4	0	410	301	0	51	92	0	3	5	0	8	13	0	270	299		
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																										
Total Non-Credit	0	8	54	0	3	4	0	5	9	0	92	531	0	3	74	0	1	6	0	1	8	0	71	287			
TOTAL SKILLS TRAINING CREDIT		11	158	130	0	14	7	1	17	13	72	704	832	11	75	167	0	8	12	0	11	21	63	462	595		
BASIC	Basic Education Credit:																										
BASIC EDUCATION	Adult 12	80	28	0	4	0	0	6	4	0	109	49	0	49	48	0	2	2	0	6	11	0	77	68	0		
	Adult 10	40	35	0	0	3	0	4	4	0	53	45	0	58	74	0	3	3	0	7	6	0	68	86	0		
	Academic GED	4	9	0	0	0	0	0	3	0	6	13	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Total BE Credit	124	72	0	4	3	0	10	11	0	168	107	0	107	122	0	5	5	0	13	17	0	145	154	0		
	Basic Education Non-Credit:																										
	Employability/Life Skills	16	12	0	0	1	0	3	0	0	22	17	0	12	3	0	1	0	0	1	0	0	21	6	0		
	English Language Training	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na		
	General Academic Studies	25	20	0	0	0	0	0	1	0	28	37	0	28	54	0	1	1	0	1	8	0	35	80	0		
Literacy	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na			
Total BE Non-Credit	41	32	0	0	1	0	3	1	0	50	54	0	40	57	0	2	1	0	2	8	0	56	86	0			
TOTAL ADULT BASIC EDUCATION		165	104	0	4	4	0	13	12	0	218	161	0	147	179	0	7	6	0	15	25	0	201	240	0		
UNIVERSITY	Total University	3	3	0	2	1	0	1	1	0	18	62	0	5	10	0	0	3	0	1	1	0	26	91	0		
TOTAL ENROLLMENT		179	265	130	6	19	7	15	30	13	308	927	832	163	264	167	7	17	12	16	37	21	290	791	595		

FT=Full Time

PT=Part Time

Cas=Casual

Table 3 Student Success 2009-10

		Actuals																							
		2008-2009												2009-2010											
	Program Groups	Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training			Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training		
Skills Training		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
	Institute Credit:																								
	SIAST	11	67	0	44	98	0	33	18	0	9	27	0	17	30	3	43	77	6	27	24	0	15	4	1
	Other:	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	Apprenticeship & Trade	0	0	0	0	21	0	0	0	0	0	0	0	na	na	na	na	na	na	na	na	na	na	na	na
	Total Institute Credit	11	67	0	44	119	0	33	18	0	9	27	0	17	30	3	43	77	6	27	24	0	15	4	1
	Industry Credit:																								
	Total Industry Credit	0	38	12	0	393	292	0	9	0	0	0	0	0	22	20	0	256	295	0	4	0	0	1	0
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																								
Total Non-Credit	0	92	530	na	na	na	na	na	na	na	na	na	na	0	71	287	na	na	na	na	na	na	na	na	na
TOTAL SKILLS TRAINING		11	197	542	44	512	292	33	27	0	9	27	0	17	123	310	43	333	301	27	28	0	15	5	1
Basic Education	Basic Education Credit:																								
	Adult 12	47	11	0	39	11	0	6	1	0	27	10	0	20	18	0	39	3	0	9	3	0	21	12	0
	Adult 10	26	6	0	21	8	0	0	1	0	37	9	0	28	17	0	20	4	0	1	1	0	35	19	0
	Academic GED	5	7	0	1	3	0	0	1	0	3	5	0	na	na	na	na	na	na	na	na	na	na	na	na
	Total BE Credit	78	24	0	61	22	0	6	3	0	67	24	0	48	35	0	59	7	0	10	4	0	56	31	0
	Basic Education Non-Credit:																								
	Employability/Life Skills	15	6	0	0	0	0	1	0	0	7	0	0	15	0	0	0	0	0	0	0	0	2	0	0
	English Language Training	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	General Academic Studies	23	18	0	0	0	0	0	0	0	12	0	0	27	30	0	0	0	0	1	0	20	11	0	
	Literacy	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Total BE Non-Credit	38	24	0	0	0	0	1	0	0	19	0	0	42	30	0	0	0	0	1	0	22	11	0		
TOTAL BASIC EDUCATION		116	48	0	61	22	0	7	3	0	86	24	0	90	65	0	59	7	0	10	5	0	78	42	0
UNIVERSITY	Total University	14	65	0	na	na	na	na	na	na	na	na	na	26	89	0	na	na	na	na	na	na	na	na	na
TOTAL ENROLLMENT		141	310	542	105	534	292	40	30	0	95	51	0	133	277	310	102	340	301	37	33	0	93	47	1

FT=Full Time  
PT=Part Time  
Cas=Casual

Table 4 Equity Participation 2009-10

		Actuals																	
		2008-2009									2009-2010								
		Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
	Program Groups	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
SKILLS TRAINING	Institute Credit:																		
	SIAST	52	14	24	6	3	2	2	1	1	33	4	21	5	2	2	2	0	1
	Other:	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	Apprenticeship & Trade	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	53	14	24	6	3	2	2	1	1	33	4	21	5	2	2	2	0	1
	Industry Credit:																		
	Total Industry Credit	184	36	173	8	1	8	15	0	15	143	23	136	8	1	8	21	1	21
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non Credit	62	61	0	7	7	0	14	14	0	77	77	0	7	7	0	9	9	0
	TOTAL SKILLS TRAINING CREDIT	299	111	197	21	11	10	31	15	16	253	104	157	20	10	10	32	10	22
BASIC EDUCATION	Basic Education Credit:																		
	Adult 12	108	42	30	4	1	1	10	6	2	97	21	25	4	2	1	17	6	3
	Adult 10	76	24	20	2	0	0	8	4	2	132	38	20	6	2	0	13	5	0
	Academic GED	13	7	4	0	0	0	3	1	1	0	0	0	0	0	0	0	0	0
	Total BE Credit	197	73	54	6	1	1	21	11	5	229	59	45	10	4	1	30	11	3
	Basic Education Non-Credit:																		
	Employability/Life Skills	30	14	0	1	1	0	3	3	0	15	8	0	1	1	0	1	1	0
	English Language Training	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	General Academic Studies	44	24	0	0	0	0	1	0	0	82	34	0	2	1	0	9	1	0
	Literacy	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	Total BE Non-Credit	74	38	0	1	1	0	4	3	0	97	42	0	3	2	0	10	2	0
	TOTAL BASIC EDUCATION	271	111	54	7	2	1	25	14	5	326	101	45	13	6	1	40	13	3
UNIVERSITY	Total University	6	5	0	3	3	0	2	2	0	15	13	0	3	3	0	2	2	0
TOTAL ENROLLMENT		576	227	251	31	16	11	58	31	21	594	218	202	36	19	11	74	25	25

E=Enrollment

C=Completers

G=Graduates



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